DOCUMENT RESUME

ED 356 191 SP 034 357

AUTHOR Chiang, Linda H.; Henriksen, Larry W.

TITLE The Effect of Teacher Preparation on Student Views of Learning.

PUB DATE Oct 92

NOTE 15p.; Paper presented at a Conference of the Midwestern Educational Research Association (Chicago, IL, October 14-17, 1992).

PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS College Students; *Educational Objectives; *Education Majors; Factor Analysis; Futures (of Society); Higher Education; Item Analysis; Preservice Teacher Education; *Role of Education; Sex Differences; *Student Attitudes

IDENTIFIERS *Preservice Teachers

ABSTRACT

Student dissatisfaction concerning education has been an issue for decades. A 1972 investigation into the thinking of youth found that respondents were neither satisfied nor confident regarding the situation they faced and were pessimistic about the future. The primary purpose of the study reported in this paper was to examine whether students in teacher preparation training in 1992 (n=267) differed in their viewpoints regarding schooling from college students not enrolled in teacher preparation training (n=206); the secondary purpose was to compare students' responses in 1992 with those reported in 1972. The study focused specifically on students' responses concerning the purposes of higher education, their views of schooling, and their viewpoints on the future. Compared to the 1972 sample, the 1992 sample expressed a greater degree of agreement with the statement "more education can prepare one for a more profitable career" and far less agreement with the statements "I came to college to satisfy the wishes of my parents" and "we will have a better society in which to live in the year 2000." Individual item score analyses of variance identified only one item which demonstrated a difference on Gender by Preparation Type, an item concerning the capability of human wisdom to avoid a world war. Indications from these analyses were that males lacking teacher preparation experience expressed a stronger degree of agreement that human wisdom could avoid a world war than did the males who were enrolled in a teacher education program. No difference was found for female respondents. An open-ended item concerning students' dreams for America and the world indicated that both sets of 1992 students were concerned about world peace, discrimination, and pollution. The document concludes with 10 tables displaying the data and a copy of the questionnaire. (Contains 12 references.) (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED356191

The Effect of Teacher Preparation on Student Views of Learning

Mid Western Educational Research Conference

October 14-17, 1992

Chicago, Illinois

by

Linda H. Chiang, Anderson University

Larry W. Henriksen, Ball State University

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L Chiang

L Henriksen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP034357

BEST COPY AVAILABLE

The Effect of Teacher Preparation on Student Views of Learning

I. Introduction

According to Eurich (1981), the functions of higher education are teaching, research, and the fulfillment of individual abilities and society's needs. The Truman Commission (1946) urged that higher institutions serve as instruments of social transition. Those who formulate policies and programs "must have a vision of the world we want." The educational reform movement of the mid 1970s pointed out the real purpose of higher education is to provide a "liberating" experience that frees people from self-centeredness, prejudice, and ignorance and thereby helps to transform the world into a place of infinite compassion where the "pursuit of happiness" leads to justice and peace (Sprinthall & McVay, 1987). In the United States during the 1980s, education reflected ongoing tension between the values of excellence, equality, and choice (Eskstrom, Goertz, & Rock,1988). The reform movement and resultant policy making caused tension and frustration among college students. Kirst and McLaughlin (1990) have stated that youth have not been asked to participate in a dialogue to identify problems and possible alternative solutions in education.

Student dissatisfaction concerning education has been an issue for decades (Media & Method, 1969; Nagai, 1975; & Rogers, 1983). Common complaints include poor quality of lectures, insufficient time for study, the absence of personal contact with the faculty, and schools' unresponsiveness to students' needs and complaints. The primary purpose of this study was to examine if students of 1992 experiencing teacher preparation training differ relative to viewpoints regarding schooling from students not experiencing such training. A secondary purpose was to compare students' responses of 1992 with those of the youth reported in 1972. The focus of this study was students' responses in the areas of the purposes of higher education, the viewpoints of schooling, and the viewpoints of the future.

II. Perspectives

Nagai (1975) pointed out that the most important problem for higher education during the 1970s and the following years was would it deal with the doubts and questions students had raised? Are the

students who are quietly studying on the campuses really satisfied with the world? Has schooling prepared them well to deal with their future? In a 1972 study conducted to investigate the thinking of youth, it was found that youth were neither satisfied nor confident regarding the situation they faced, and they were pessimistic about the future.

The world has changed rapidly during the 1970 to 1990 period. The historical events such as Watergate events in the Nixon era, Americans leaving Vietnam, changing relationships with China, the Soviet boycott of the Olympics, and the Gulf War affected the thinking of youth. Title IX of the Education Amendments of 1972 and the Education for All Handicapped Children Act of 1975 mandated equal education opportunities for every student in the U.S.A. Judgments of college students relative to the purposes of higher education and schooling do influence the future of the nation. Thus, there is a need to examine the perceptions held by students of today and identify sources of perceptual differences.

III. Literature Review

Educational institutions play an important role in shaping the attitudes and beliefs of the nation's youth (Hunter, Ed., 1974). Historically, higher education has been able to respond to changing national agendas (Jennings, 1990). One of the purposes for higher education is to prepare students for professional fields. The Land Grant College Act in the mid-nineteenth century provided for training for agriculture and industrial development in response to the economic goals of the United States. This is evidence of the system's adjustment to the needs of society (Eurich, 1981). Higher education also demonstrated a contrafunctionalism, a different view of society, and its needs, embodied in the obstinancies of the academic way of life (Becker & Kogan, 1992). Becker and Kogan further argued that higher education nurtures beliefs that the growth and transmission of knowledge are legitimate in themselves, not depending on stated public demands. Therefore, higher education has the function of challenging individual and societal perceptions and values (Chiang, 1991).

Higher education shares problems that show little regard for national boundaries (Eurich, 1981). The recent educational reform movement also reflects the concerns many political and business leaders have relative to the international standing of the economy (Rinchart & Lee,

1991). It is essential that the thinking of young people in the world be known by our society's policy makers.

If education has the function of preparing the young for future responsibilities and for success in life (Dewey, 1938, 1966), young people should feel satisfied and content with their learning. According to Nagai (1975) young people were suffering from the frustration and dissatisfaction of schools. Two decades after the international survey conducted by Japan in 1972, the United States educational reforms have tried to respond to the challenges of the diverse society. There is a need to ascertain if students today are more satisfied with schooling than were their counterparts of 1972 and how today's students perceive the future.

Teachers are one of the bases of schooling. Study results can be used to demonstrate that when teachers feel good about themselves as professionals they can influence students in a positive way (Combs, 1982). It is important to find out if students in teacher preparation programs are optimistic relative to our society and their future, if they are satisfied with schooling, and if there are different viewpoints for students who are in teacher preparation programs as opposed to students in programs other than teacher preparation.

IV. Sample and Instrument

Four hundred seventy-three college students completed the 1992 thirteen-item questionnaire, a questionnaire composed of nine items included in the 1972 form and four additional items: items identifying the gender, age and year of college of the respondent and an open-ended item asking the students to provide their dream for America and the world. The five responses to the nine items ranged from strongly disagree to strongly agree. Among this sample, 267 were in teacher preparation programs and 206 were in programs other than teacher preparation. All student respondents were enrolled in colleges in Indiana, Ohio, or Kentucky. Study participant counts and percentages are shown in Table 1.

V. Procedures and Methodology

Participation in this study was voluntary. Telephone calls and face to face requests with faculty members were made before sending the questionnaires. Questionnaires were sent to the faculty members in both state and private universities in the states of Indiana, Ohio, and

Kentucky during the 1991- 92 academic year. These questionnaires were then administered within the faculty members' classes.

The data were first factor analyzed to determine the dimensionality of the student responses. One subscale score generated on the basis of the factor analysis was used as a dependent variable for comparisons between the 1992 students having experienced some teacher preparation training and those students who had not. A two-way fixed effects analysis of variance (Gender by Type of Training) was used to compare the subgroups relative to this score. Individual items not comprising the factor were treated as additional dependent measures. Univariate 2 x 2 analyses of variance were used to compare genders and the two preparation types relative to these additional measures. The proportions of agreement for eight of the nine items were compared for the 1992 and 1972 responding students using 95% confidence intervals for the 1992 estimated proportions. Responses to the open-ended question were summarized.

VI. Findings and Conclusions

Although the nine items seemed to define three factors, only one factor had a reliability of sufficient magnitude. Presented in Tables 2, and 3 are summary statistics describing the results of the factor analysis. The three factors explain only 49.5% of the variation in the scores so represent a rather weak factor solution. However, Factor 2 had a Coefficient Alpha reliability index value of .61 so was used as one dependent measure. Factor 2 is interpreted as a measure of student viewpoint of schooling,

Means and standard deviations for the Factor 2 scores are reported in Table 4. The means reported suggest a slightly negative response (scores can range from 3 to 15). The Gender by Preparation Type analysis of variance of Factor 2 scores yielded no significant differences (see Table 5). The individual item score analyses of variance identified only Item 8 of Items 1, 2, 3, 7, 8, and 9 as demonstrating a difference. The means and standard deviations for these items are reported in Table 6. As a whole, the sample expressed a somewhat positive response to Item 1, a negative response to Item 2, and neutral responses to Item 3, 7, and 9. The analysis of variance table corresponding to the Item 8 analysis appears in Table 7. Because there was a Gender by p

Preparation Type interaction present ($F[1, 430] = 4.37$, $p < .037$), it was necessary to conduct a simple effects analysis. Item 8 means are presented in Table 8.

Presented in Table 9 are t statistics corresponding to Item 8 comparisons between participation and nonparticipation types for males and females. The indication from these statistics is that males lacking teacher preparation experience expressed a stronger degree of agreement that human wisdom is capable of avoiding a world war than did the males who were enrolled in a teacher preparation program ($t = 3.2$, $p < .05$). There was no difference found for the female respondents ($t = 0$).

Proportions of 1972 and 1992 respondents agreeing with the statements associated with Items 1-7 and 9 are presented in Table 10. Item 8 was excluded from this table because of the difference that existed between Participation Types for males. Ninety-five percent confidence intervals are provided for the 1992 sample data.

The proportions were judged to differ if the 1972 proportion did not approximate the 1992 confidence interval. This was the case for Items 1, 2, and 9. The 1992 sample expressed a greater degree of agreement with the statement "more education can prepare one for a more profitable career" and far less agreement with the statements "I came to college to satisfy the wishes of my parents" and "We will have a better society in which to live in the year of 2,000" than did the 1972 sample.

Although the 95% confidence intervals did not contain the 1972 proportion estimates for Items 3, 4, and 6, the differences were negligible. If associated intervals could have been obtained for the 1972 data, the two sets of intervals would have overlapped. No attempt was made to compare 1972 and 1992 responses for Item 7 as there was insufficient information available for the 1972 data.

On the basis of responses to the open-ended item it was concluded that both sets of 1992 students were concerned about world peace as 84 comments were recorded for the nonparticipaion sample (N_1) and 114 for the participation sample (N_2). Similarly, both samples were concerned about discrimination ($N_1 = 26$ and $N_2 = 51$) and pollution ($N_1 = 23$ and $N_2 = 33$) Students in the teacher preparation programs expressed the need to improve education ($N_2 = 27$) and the importance of spirituality ($N_2 = 27$).

VII. Suggestions

Youth of today will be tomorrow's corner stone of our society. Their judgments of higher education and orientation towards the future have an impact on the delivery and implication of education. Educators and policy makers need to be aware of college students' dissatisfaction with higher education. The improvement of quality of teaching and the strengthening of diversity are crucial to higher education. Policy makers need to place a greater emphasis on human quality to enhance the function of higher education. Providing for meaningful learning and using diverse teaching techniques and methods should improve the perceived effectiveness of higher education as viewed by students.

Teachers make an important difference in the lives of students (Ashton & Webb, 1986). Prospective teachers need to obtain positive learning experiences from teacher educators in order to positively influence their students. An ongoing dialogue between youth and policy makers should be provided for youth to address their needs in the learning process. Through this effort, higher education can be one vehicle used to positively affect the thinking of the members of our society relative to the future.

Table 1
The Frequencies and Percentages of 1992 Survey Participants by Type of Preparation Training

State	Teacher Preparation		Nonteacher Preparation	
	N	%	N	%
Indiana	155	75.2	216	80.9
Ohio	12	5.8	15	5.6
Kentucky	39	19.0	36	13.5
TOTAL	206	100	267	100

Table 2
Factor Loadings for Items 1 - 9

Items	Factor		
	1	2	3
1	.62		
2	.65		
3	.60		
7	.50		
4		.79	
5		.78	
6		.62	
8			.78
9			.69

Table 3
Summary Statistics for the Factor Analysis of Items 1 - 9

Factor	N of Items	Eigenvalue	Explained Variation	Reliability
1	4	1.78	19.7	.41
2	3	1.51	16.7	.61
3	2	1.18	13.1	.30

Table 4
Means and Standard Deviations for Factor 2 Scores

Group	N	M	SD
Male			
NT	81	6.9	2.00
T	65	6.8	1.89
Female			
NT	108	6.9	2.11
T	174	6.5	1.90

Note. NT represents nonteacher preparation and T represents teacher preparation participant.

Table 5

Summary Statistics for a 2 x 2 Analysis of Variance of Factor 2 Scores (Items 4, 5, and 6)

Source	df	MS	F	p<
Gender/Group	1	2.25	0.58	.446
Group/Gender	1	7.88	2.04	.154
Gender x Group	1	1.62	0.42	.517
Residual	430	3.86		

Table 6

Summary Statistics for Items 1-3, 7, and 9 Broken Down by Group[a]

Group	N	Item 1		Item 2		Item 3		Item 7		Item 9	
		M	SD	M	SD	M	SD	M	SD	M	SD
Male											
NT	81	4.5	0.69	2.2	1.05	3.0	1.19	2.7	0.96	2.8	0.98
T	65	4.5	0.59	2.0	1.10	3.1	1.15	2.8	0.87	2.7	0.85
Female											
NT	108	4.6	0.64	2.1	1.16	2.8	1.17	2.7	0.94	2.5	0.94
T	174	4.4	0.76	1.9	1.04	2.9	1.16	2.6	0.89	2.6	0.79

Note. A score of 1 denotes a strongly disagree response and a score of 5 denotes a strongly agree response.

a NT denotes a nonteaching preparation program and T denotes a teacher preparation program.

Table 7

Analysis of Variance Source Table for the 2 x 2 Analysis of Item 8 Scores

Source	df	MS	F	p<
Gender/Group	1	0.47	0.41	.524
Group/Gender	1	2.60	2.26	.733
Gender x Group	1	5.03	4.37	.037
Residual	430	1.15		

Table 8

Item 8 Means and Sample Sizes for Participation Groups Broken Down by Gender

Gender	Group	N	Mean
M	NT	81	3.5
M	T	65	3.0
F	NT	109	3.2
F	T	176	3.2

Note. NT denotes a nonteaching preparation program and T denotes a teacher preparation program.

Table 9

Mean Differences and t Statistics for the Comparisons of Participation Groups for Males and Females Relative to Item 8

Gender	Mean Difference (NTP - TP)	t
Males	0.5	3.2*
Females	0.0	0.0

*alpha< .05

Table 10

Proportions of 1972 & 1992 Respondents Agreeing with Items 1-7, & 9

Item	N	Proportion		95% C I (1992)
	1992	1972	1992	
1	472	.43	.94	(.92, .96)
2	475	.43	.15	(.12, .19)
3	473	.43	.37	(.33, .42)
4	424	.68	.78	(.75, .82)
5	475	.72	.69	(.64, .73)
6	474	.71	.59	(.55, .64)
7	473	<.50	22	(.18, .25)
9	474	.40	.13	(.10, .16)

References

Becker, T. & Kogan, M. (1992). Process and structure in higher education. New York: Chapman & Hall Inc.

Chiang, L. H. (1991). Higher education criticism: Do university faculty members and community professionals have different viewpoints? Paper presented at Mid-western Educational Research Conference, Chicago, Illinois.(ERIC NO. ED 339 287).

Combs, A. W. (1982). A personal approach to teaching: Belief that makes a difference. Boston: Allyn & Bacon.

Ekstrom, R. , Goertz, M. & Rock, D. (1988). Education and American Youth. London, N.Y. Philadelphia: The Falmen Press.

Eurich, N. (1981). Systems of Higher Education in Twelve Countries. New York: Praeger Publishers.

Jennings, L. H. (1990). Public higher education in the twenty-first century. In Bjornson & Waldman (Eds.) The university of the future,(pp. 35-40), Ohio University.

Media & Methods (1969). Kids Talk about School, April,5, pp. 5-6.

Nagai, M. (1975). An Owl before Dusk. Berkeley, CA:Carnegie Foundation for the Advancement of Teaching.

Rinchart, J. & Lee, J. (1991). American education and dynamics of choice. New York: Praeger Publishers.

Rogers, C. (1983). Freedom to Learn for the 80's. Columbus: Charles E. Merrill Publishing Co.

Sorifu (1973). The Thinking of Young People of the World, Prime Minister's Office of Japan.

Sprinthall, N. A. & McVay,. J. (1987). Value development during the college years: A cause for concern and an opportunity for growth. Counseling and Values, 31(2), 126-138.

Appendix

As a college student, you must have many concerns of your future, our education and our society. Please take your time to complete the questionnaire. Your cooperation will help provide data to guide in strengthening teaching and instruction.

Please **circle** the following items: I am a (a) male (b) female.
This is my (a) first (b) second (c) third (d) fourth year of college.

This part of the questionnaire uses a five point scale:

SA -- strongly agree
A -- agree
U -- undecided
D -- disagree
SD -- strongly disagree

Please **circle** one that most nearly represents your judgment. There are no right or wrong answers. Please state what you **actually feel.**

SA A U D SD 1. I think to receive more education can prepare me the way for a more profitable professional career.

SA A U D SD 2. I come to college to satisfy the wishes of my parents.

SA A U D SD 3. Further education will improve my chance for success in marriage.

SA A U D SD 4. Schools tend to evaluate students merely on the basis of examination results and give little attention to their human qualities.

SA A U D SD 5. Schools tend to place too much emphasis on the mere memorization of knowledge at the cost of creativity.

SA A U D SD 6. Many teachers try to communicate their knowledge mechanically.

SA A U D SD 7. Schools tend to reflect the opinions of students.

SA A U D SD 8. I think human wisdom capable of avoiding a world war.

SA A U D SD 9. We will have a better society to live in 10 years from now.

My dream for America and the world is
:_____
_____

Thank you and best wishes!